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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 10 titles deal with the following topics: (1) how speech acts in advertisements relate to the purpose of selling merchandise; (2) the use and evaluation of accounts in problematic episodes; (3) rhetoric as a way of knowing; (4) the social influence process in attitude change; (5) evidence usage in persuasion; (6) a theory and philosophy for composition; (7) patterns of communication among institutionalized elderly persons; (8) Kinneavean discourse theory and the written response to literature; (9) a rhetorical defense of the writing center; and (10) rhetoric and geographers' worlds. (FL)

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Abstracts of the following dissertations are included in this collection:

Adegbija, Efurosibina Emmanuel
A SPEECH ACT ANALYSIS OF CONSUMER ADVERTISEMENTS

Buttny, Richard
THE USE AND EVALUATION OF ACCOUNTS IN PROBLEMATIC EPISODES

Heidlebaugh, Nola Jane
THE REEXAMINATION OF RHETORIC AS A WAY OF KNOWING

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TOWARD A MORE COMPLETE UNDERSTANDING OF THE SOCIAL INFLUENCE PROCESS: A SOCIAL JUDGMENT-INVOLVEMENT APPROACH

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Sugiura, Noriyuki
RHETORIC AND GEOGRAPHERS' WORLDS: THE CASE OF SPATIAL ANALYSIS IN HUMAN GEOGRAPHY

A SPEECH ACT ANALYSIS OF CONSUMER ADVERTISEMENTS

Order No. DA8307973

ADEGBIJA, EFUROSIBINA EMMANUEL, PH.D. *Indiana University*, 1982. 272pp.

This study aimed at achieving two main tasks: applying speech act theory to a large body of written discourse, and investigating how speech acts in consumer advertisements relate to their main purpose--that of merchandizing consumer goods. One hundred ads randomly sampled from the Nigerian *Daily Times* of the first six months of 1981 were subjected to detailed analysis, with a view to showing what types of speech acts were present in them, what propositional attitudes they expressed, what kinds of implicature they contained, and what pragmatic backgrounds they assumed. This study of actual instances of the use of extended discourse in society (rather than constructed, isolated utterances) resulted in some interesting major conclusions: (1) The current firm dichotomy between spoken and written discourse needs to be reexamined, since the same basic principles are involved in their encoding and decoding; (2) Writers and readers depend crucially on the properties of the pragmatic, social, and linguistic contexts (pragmasociolinguistic contexts) for the encoding and decoding of messages; (3) This sensitivity to pragma-sociolinguistic contexts by both readers and writers allows writers, in extended discourse, to use several speech acts to convey one illocutionary force different from them all (Master Speech Act). Advertisers, who use mainly Constative speech acts, capitalize on such contexts and manipulate them for maximum effect, endeavoring to create a match between the consumers' needs and the advertised product.

THE USE AND EVALUATION OF ACCOUNTS IN PROBLEMATIC EPISODES

Order No. DA8317458

BUTTNY, RICHARD, PH.D. *University of Massachusetts*, 1983. 168pp. Director: Professor Vernon E. Cronen

An account is a communicative practice which persons use to change or modify the meanings of a problematic episode. A theoretical model of the use and evaluation of accounts is presented along with empirical studies. The model of accounts may be summarized as follows. (1) Actions are meaningful due to a person's organization of context into hierarchical levels according to a rule. Meanings range from being mutually shared (i.e., public) to being idiosyncratic (i.e., private). (2) The procedures for offering an account involve: (a) the revealing and concealing of significant objects in the context, (b) which invoke one's rule in order to warrant or justify (c) the reconfiguring of the hierarchical organization of the context of the action in question. (3) Accounts are evaluated not only by rationalistic criteria, but also by affliative criteria. Accounts are accepted by others typically not because of evidence but for all practical purposes. The use of accounts is empirically examined in problematic episodes of social embarrassment, and of student-teacher conferences.

A REEXAMINATION OF RHETORIC AS A WAY OF KNOWING

Order No. DA8320884

HEIDLEBAUGH, NOLA JANE, PH.D. *The Pennsylvania State University*, 1983. 278pp. Adviser: Gerard A. Hauser

The concept of "rhetoric as a way of knowing" has become an important one in the literature of rhetorical theory. Paralleling the development of that subject area is a concern with the "crisis in rationality." In essence, our contemporary doubts as to whether or not knowledge is possible leads us to believe that all choices are commitments made without rational foundation. That belief leads us, in turn, to see reasoning with those who hold different views to be futile. Introducing rhetoric as a way of knowing has been one attempt to restore confidence in rationality.

Most treatments of rhetoric as a way of knowing, however, have described rhetoric as an inferior form of analysis. Such attempts are unable to solve the problem of knowldge. When rhetoric is treated as an art of construction and discovery, however, it can be seen to provide a rational method for making assertions and arguments which create knowledge. The rationality of rhetoric as an art is evident in the ancient methods of invention and judgment, which are commonplaces, topics, and statis.

Commonplaces reveal a method of making novel leaps of thought by exercising judgment at all points in time. Topics represent a method for changing things by creating new meanings for them in response to problem situations. Stasis is a sophisticated means of creating new systems of thought by bringing contrary points of view into clash, in response to a challenge.

Taken together the three methods of invention and judgment reveal a highly rational way of creating new worlds of ideas. The crisis in rationality may be ended when we recognize the existence of rhetorical judgment. Rhetorical judgment consists in being always responsive to the potentialities in different moments, different situations, and different points of view. Judgment guides rhetorical invention in such a way that that responsiveness results in eloquent new assertions, new meanings, new ideas, and new systems of thought.

TOWARD A MORE COMPLETE UNDERSTANDING OF THE SOCIAL INFLUENCE PROCESS: A SOCIAL JUDGMENT-INVOLVEMENT APPROACH

Order No. DA8317908

NADLER, LAWRENCE BRADLEY, PH.D. *University of Kansas*, 1983. 225pp.

While many plausible and useful explanations of attitude change processes have been advanced, the persuasion field is neither an exact nor a complete scientific discipline. A thorough analysis of the social influence literature reveals conflicting results, inadequate independent variable manipulations and dependent measures, and experimental designs which fail to incorporate or control for relevant factors. Thus, research is needed to capture further the complex nature of persuasion processes.

This study uses the Social Judgment-Involvement framework to explore the effects of ego-involvement, position discrepancy, source credibility, and message ambiguity upon attitude change processes. Chapter I reviews the literature regarding these variables as a basis for generating the experimental hypotheses. Specifically, a curvilinear effect is expected for position discrepancy, such that more attitude change will occur under moderate versus low or high discrepancy. Also, a main effect is predicted for ego-involvement, in that as ego-involvement increases, attitude change should decrease. Also, interaction effects are hypothesized for ego-involvement and source credibility, ego-involvement and position discrepancy, position discrepancy and source credibility, and position discrepancy and message ambiguity. Chapter II describes the procedures, which involved a pretest-posttest design in which subjects' attitudes were assessed, an experimental message on abortion was presented, and their attitudes were again assessed, using the Own Categories Procedure. The dependent measures consisted of changes in subjects' most acceptable positions and latitudes of acceptance and rejection.

Chapter III presents the experimental results, based on analysis of variance procedures. The only hypothesis which was supported involved position discrepancy, in that attitude change generally increased in moving from low to moderate discrepancy, but waned in moving from moderate to high discrepancy. Chapter IV discusses the experimental findings and provides reasons for the general lack of supporting evidence. In this respect, it appears that unforeseen methodological difficulties accounted for most of the experimental results. It is concluded that the Social Judgment-Involvement approach to attitude change possesses merit and suggestions for future research within this framework are advanced.

EVIDENCE USAGE IN PERSUASION Order No. DA8317909

NADLER, MARJORIE ANN KEESHAN, PH.D. *University of Kansas*, 1983. 142pp.

Evidence usage is one variable in the persuasion process that has received limited attention from researchers. A review of past research in this area and a discussion of the appropriate definition of evidence led to questions about the most effective types of evidence in persuasive messages.

This study employed a two by two by two design to test four hypotheses: Relevant evidence will have more persuasive impact than irrelevant evidence; strong evidence will have more persuasive impact than weak evidence; strong relevant evidence will be more persuasive than weak relevant, strong irrelevant, or weak irrelevant evidence; and there will be differing persuasive effects between the types of evidence (statistics and testimony).

The messages employed in the experiment manipulated these forms of evidence supporting claims about a new product on the market. After a successful pilot study testing the messages, the main study employed six dependent measures of the evidence's persuasive effect. The results showed only partial support for hypotheses one and four, and no support for hypotheses two and three. The manipulation check of the main study data showed a failure of subjects in perceiving a significant difference between over half the evidence forms. A re-assignment of the data into cells according to subjects' perceptions reported in the manipulation check was conducted. For the re-categorized data, hypothesis one was supported by four dependent measures, and hypothesis two was supported by two dependent measures. No other significant results were found.

The main study data does not provide much support for considering the studied types of evidence to be critical factors in the persuasion process, but the re-catagorized data does indicate that exploration of subject criteria for strength and relevance of evidence offers fruitful avenues for further research.

THE CIRCLE OF DISCOURSE: A THEORY AND PHILOSOPHY FOR COMPOSITION Order No. DA8324045

PATTEN, STANLEY RAY, PH.D. *Purdue University*, 1983. 173pp. Major Professor: Robert Magliola

In recent years, people in composition and rhetoric have talked about shifting paradigms, emerging paradigms, the possibility for new paradigms. This study declares that composition and rhetoric have entered a new paradigm and presents a theory and philosophy for composition which is grounded in the basic features of the new paradigm. Central to this new paradigm is the shift in focus from product to process in composition studies. Equally important, however, are the reinvention of invention, the attention given to revision, renewed interest in the speaker-subject-audience relationship, a focus on purpose in discourse, and discussions on the nature of language.

The prior work of Ann Berthoff, John Dewey, Lester Faigley and Stephen Witte, Hans-George Gadamer, Martin Heidegger, James Kinneavy, Donald Murray, Sondra Perl, and Calvin Schrag guides the theory, the circle of discourse, which is presented. Supporting the circle of discourse are the conceptual frameworks of product-in-process and the composition pyramid, which explain the writing activity as one which is both linear and recursive and contextualize the writing experience. Central to the theory presented is the belief that all discourse is expressive and the belief that composing is an hermeneutical act.

The philosophy which supports the theory for composition is based upon an understanding of hermeneutics and the nature of experience and expression. The model presented is based upon a dismantling and reconstructing of the communication triangle, moving theory out of an a-rhetorical, positivistic view of reality and into a contextual, hermeneutical view. In addressing composition, both theoretically and philosophically, this study does so with the awareness that the lived experience of the human person is always stronger than any theory about it.

DEVELOPING A GROUNDED COMMUNICATION THEORY: A COMPARATIVE ANALYSIS OF PATTERNS OF COMMUNICATION AMONG INSTITUTIONALIZED ELDERLY RESIDENTS Order No. DA8321076

PHILIPOSE, VIMALA RUTH, PH.D. *University of Denver*, 1983. 318pp.

The primary purpose of this investigation was to explore the process and patterns of communication of 60 elderly persons in a long-term care facility. This was followed by examining three substantive areas by comparative analysis: (1) the situational factors in the personal and extended environment which facilitated or inhibited the communications of the elderly persons in the long-term care facility; (2) how the perspectives and attitudes of the staff personnel and others who came in contact with the elderly residents influenced the residents' communication; and (3) the similarities and differences in the communication of the eight case-study residents, four of whom were OBS residents and the other four were non-OBS residents. Similarities and contrasts in communication of the rest of the residents in the long-term care facility were identified. The ultimate purpose of the investigation was to identify ways of facilitating the communication of the institutionalized elderly residents. Recommendations for improving their quality of life were made based on the findings.

The theoretical approaches adopted for the study were: grounded theory (Glaser & Strauss, 1967), ethnographic speaking (Hymes, 1974), and situational contextual analysis (Lofland, 1971). The study was carried out over a period of 14 months. The first phase utilized participant observation for the collection of data. In the second phase, participant observation was combined with unstructured interviews. The third phase concentrated on examining the medical records of the residents.

The major findings of the study were: (1) the single most deterrent factor which adversely affected the communication of the elderly was relocation to the long-term care center; (2) the perspectives and attitudes of the staff personnel at different levels either inhibited or facilitated the residents' communication depending on the status of the staff; (3) the situational factors which facilitated communication in the majority of residents in both groups were animals, children, music and selective scheduled activities; (4) similarities and distinct differences in the communication between the two groups of residents were identified; and (5) four patterns of speech among all the residents were identified. These were (a) intimate talk, (b) marginal talk, (c) casual talk, and (d) functional talk. Each talk served a specific purpose of communication.

Recommendations were offered for improving the quality of life for the institutionalized elderly residents.

KINNEAVEAN DISCOURSE THEORY AND THE WRITTEN RESPONSE TO LITERATURE

PORTER, JAMES EMMETT, PH.D. *University of Detroit*, 1982.

Given the recent plethora of critical interest in reader-response criticism (e.g., Iser, Holland, Purves, Bleich) and rhetorical theory (e.g., Young, Lauer, Emig, Flower), suprisingly few have examined how the reading and writing processes coalesce in written responses to literary texts. Though literary criticism has long been a mainstay of the English discipline, and the written response to literature a common assignment in college English courses, there has been little discussion of how a reader's interpretation of a literary work may be affected by the writing act. The rhetorical theory of James Kinneavy (from *A Theory of Discourse*) sheds new light on the unique discourse nature of the written response to literature.

Kinneavy identifies any discourse according to one of four *aims*: referential, persuasive, self-expressive, or literary. A written response to a literary work may then be identified by aim, which together with audience comprises what Kinneavy terms *situational context*. To Kinneavy, situational context is the crucial characteristic of any discourse because it, more than any other factor, affects the whole discourse--the form and style, certainly, but the referent as well. Writers achieve their aims, or goals, by employing one or several of four dominant organizational modes: description, narration,

classification, and evaluation. Kinneavy's theory suggests that the aim, the audience, and the mode dominate a discourse, even to the extent of dominating, at times and in different ways, the referent. The implication for writing about literature is clear: the situational context imposes a new order that ultimately changes the reader's response to the literary text.

An examination of several professional written responses to literary works (e.g., a Cliffs Notes plot summary, a *TLS* review, a *PMLA* article) reveals how situational context affects style and how the modes are used to organize responses. It also points to how the reader's view of the referent may be focused by the writing act. Kinneavy's comprehensive theory proved useful in the college classroom where it can provide (1) models for essay assignments, (2) a heuristic for exploring literary works, (3) organizational patterns, and (4) a basis for making stylistic decisions.

A RHETORICAL DEFENSE OF THE WRITING CENTER

Order No. DA8311235

SIMPSON, JEANNE HUBBARD, D.A. *Illinois State University*, 1982. 162pp.

Chapter I, Purpose of the Model. The dissertation presents a model for developing and using a theory of rhetoric for defending a writing center against institutional pressures. A summary of recent work on writing centers shows a need for emphasis on defensive strategies. The model moves from the development of a theory of rhetoric to its application as a defensive method.

Chapter II, Theories of Rhetoric. A writing center director may begin establishing a theory of rhetoric by reviewing classical and modern views of rhetoric. Four sample theories are presented, two classical and two modern. All the theories share three procedures, analyzing the source of moral values in rhetoric, analyzing the source of rhetorical choice within the rhetorical situation, and analyzing the relationship between audience and rhetorician.

Chapter III, Theories of Audience. Analysis of the audience in rhetoric includes the use of a systematic series of questions for discovering information about a particular audience. Audience theory also includes analysis of the roles of the audience during discourse. Both approaches are examined in the dissertation.

Chapter IV, The Academic Audience. Types of university governance impose rhetorical situations on writing centers. Several types of governance are analyzed for their effect on writing centers. Then, according to techniques of audience analysis examined earlier in the model, the specific audience of the writing center director's defensive rhetoric is determined. A survey of writing centers at 50 colleges and universities was conducted to discover the typical administrative structure under which writing centers are housed. Based on the results of this survey, three administrative officers, the department chairpersons, deans, and presidents, were identified as major audiences for writing centers. Characteristics of these three audiences are analyzed.

Chapter V, Examples of Defensive Rhetoric. The model concludes with examples of defensive rhetoric. Two reports written by writing center directors are analyzed for their rhetorical situations, the relationship between audience and rhetorician, and the making of rhetorical choices. The two reports demonstrate the application of rhetorical theory to the specific task of defending a writing center.

RHETORIC AND GEOGRAPHERS' WORLDS: THE CASE OF SPATIAL ANALYSIS IN HUMAN GEOGRAPHY

Order No. DA8320937

SUGIURA, NORIYUKI, PH.D. *The Pennsylvania State University*, 1983. 245pp. Adviser: Anthony V. Williams

This dissertation is the first attempt at disclosing the genuine meaning and underlying theme of contemporary human geographic thought from the perspective of a philosophical theory of discursive practice--a theory of *rhetoric*. The meaning of the possible worlds geographers create and argue remains unclear until we disclose the theoretical attitude of geographers towards the world, in which they articulate and argue such possible worlds. Given this premise, the research tradition of spatial analysis is examined as an exemplary case in three interrelated aspects. (1) its philosophical ground, (2) its process of discursive practice, and (3) the meaning of the spatial analytic research tradition in the context of geographical understanding in general.

The conclusion is twofold. (1) The perspective of rhetoric reveals that spatial analysis has its own legitimate domain of meaning and specific areas of application in geographic research. Spatial analysis helps us understand the *ontic* dimensions of the world within the scope of its principles and methods in the same manner as the natural sciences do. However, the meaning of possible worlds of spatial analysis cannot be fully understood without constantly referring back to man's primordial experience, from which the concepts of spatial analysis are ultimately derived. (2) Whenever man asks a question about the nature of a thing, he must always find himself engaged in questioning the nature of man, and his *ontological* relationship to the thingness of the world. For this ontological questioning, we must realize the necessity of explicating the rhetorical dimensions of the human world. Thus, the rhetorical perspective must become foundational for critical self-reflection on geographical understanding. The outcome can be a philosophy of geography from within.

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